

2005 PAAP Mathematics Entry Slip for Content Standard

I

Student Name: _____

Grade: _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

• Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

MATHEMATICS

A. Numbers & Numbers Sense	1	2	3	4		
B. Computation	1	2	3	4		
C. Data Analysis & Statistics	1	2	3	4	5	
D. Probability	1	2	3	4		
E. Geometry	1	2	3	4		
F. Measurement	1	2	3			
G. Patterns, Relations, Functions	1	2	3	4		
H. Algebra Concepts	1	2	3	4	5	6
I. Discrete Mathematics	1	2	3	4		
J. Mathematical Reasoning	1	2				
K. Mathematical Communication	1	2				

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	ELA	<u>Mathematics</u>	Science & Technology
Content Standard:	<u>1</u>	Performance Indicator: <u>2</u>	Rubric Level: <u>1</u> Rubric Page# <u>Math 19</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	<div>Media</div>
Task Title: <u>Mix It Up (adapted from MAP item)</u>			

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required the student to create an organized list.

Student may dictate answers.

Prior Knowledge and Skills Required:

The student needed to understand how to use an organized list.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a template to use in describing a given organized list

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Mix It Up

Category 1



Green shirt

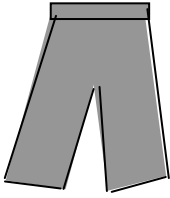


Blue shirt

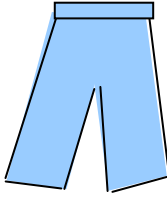


Red shirt

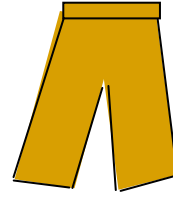
Category 2



Gray pants



Blue pants



Brown pants

Use the elements in the categories above to create an Organized List on the lines below.

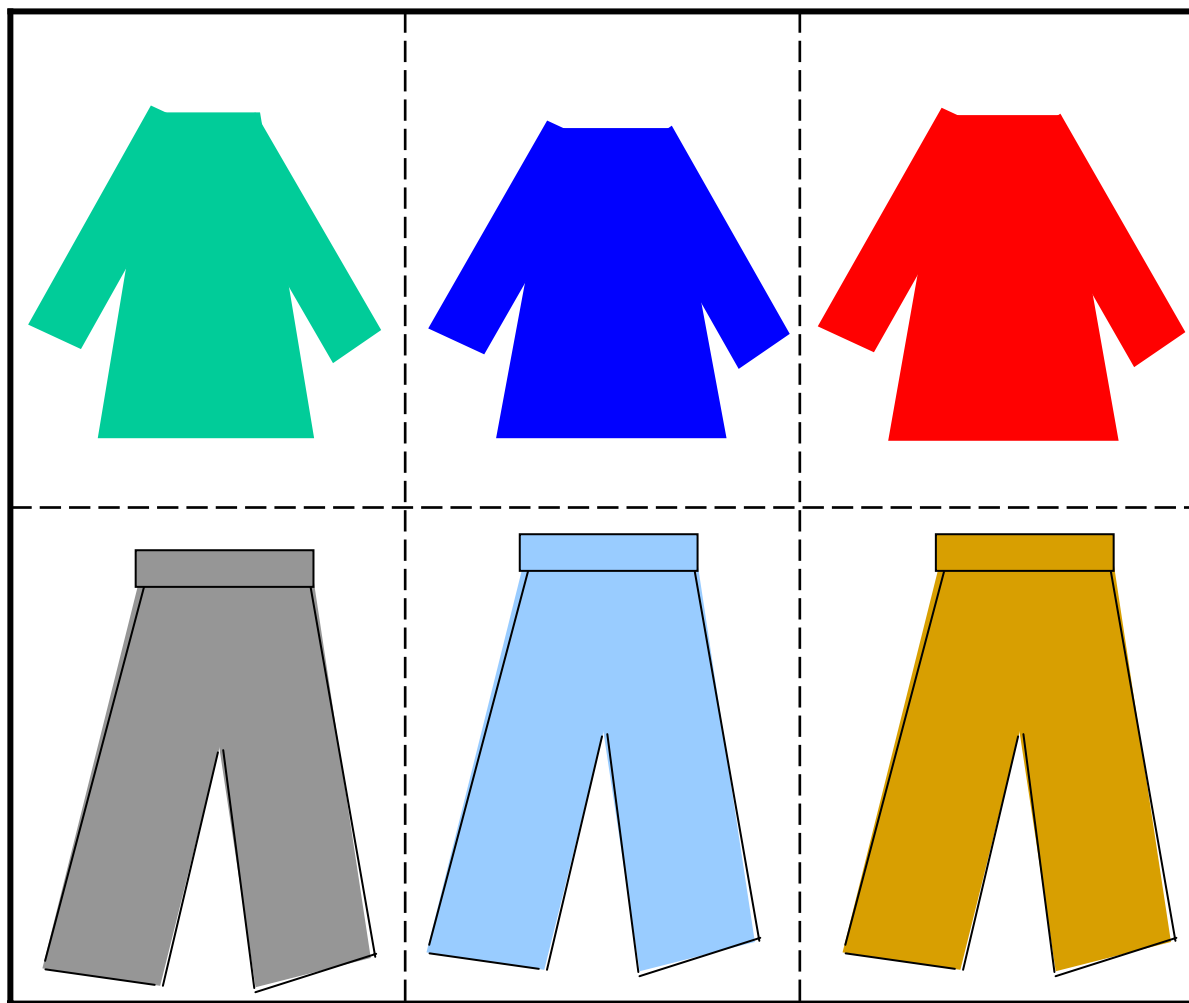
Organized List #1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

% Correct _____

Organized List Element Cards

The cards below are provided to cut and use as manipulatives for students who need them to meet the requirements of this task.



2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one):	ELA	<u>Mathematics</u>	Science & Technology
Content Standard:	<u>1</u>	Performance Indicator: <u>2</u>	Rubric Level: <u>1</u> Rubric Page# <u>Math 19</u>
Assessment Format (as listed in <i>PAAP Framework of Assessment Formats</i>) Check all that apply:			
Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Performance Based <input type="checkbox"/>			
Source of Task: <u>PAAP Task Bank</u>		Points for Task: <u>6</u>	
Task Title: <u>Mix It Up (adapted from MAP item)</u>			<div>Media</div>

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required the student to use the organized list created in the first task for this Entry to answer questions about outcomes and problems.

Student may dictate answers.

Prior Knowledge and Skills Required:

The student needed to understand how to use an organized list.

Teacher Role in Task:

 (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a template to use in describing a given organized list

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Mix It Up

Using the Organized List #1 you created for the first task in this Entry, please answer the following questions:

1. Can you include blue shirt and green shirt as one outfit on your list?

2. How many days in a row can you wear a different outfit without adding any shirts or pants that are not on your list?

3. Does your organized list include enough outfits so that you can wear a different one to school each day for a week (5 days)? Explain your answer below.

% Correct _____